Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Spring 1: Equivalent Fractions, Sequencing Fractions, Mixed Numbers and Improper fractions, Adding and Subtracting Fractions, Simplify Fractions	Pre/post Unit Checks	Children will work is Kagan groups to share ideas, complete reasoning questions and explain their reasoning.	LQ: How do I add fractions with different denominators? LQ: How do I add fractions to create mixed numbers? LQ: How do I multiply unit fractions by an integer? LQ: How do I multiply non-unit fractions by an integer? LQ: How do I multiply mixed numbers by an integer?	improper fraction unit fraction Mixed number integer	Resilience
Writing	Fronted adverbials/ simple/compound and complex sentences.	Cold write: Sci-fi story Hot write: Sci-fi story	Children will have opportunities to act out their stories through Talk for writing. They will have opportunities to write and perfom space poetry.	Lesson Hook Cold Write: Sci-fi story LQ: What actions can I create for the model text? LQ: What emotions do the main characters experience throughout the story? LQ: What are the features of a sci-fi story? LQ: What is a relative clause? LQ: What show not tell? LQ: how can I innovate	Relative cause/pronoun Figuritive language	Creativity

Reading	Children have answered all types of reading questions in Year 5 NFER Tests in Autumn 2 and Spring 1	Weekly unseen, independent comprehension	Speech Focus: Choral Reading Echo Reading Partner Reading	LQ:How do I explore new vocabulary? LQ: How do I verbally answer VIPERS questions? LQ: How do i answer VIPERS questions? Blind comprehension Book talk		Resilience
Science	Year 5 - Forces (gravity)	Pre assessment: Label solar system diagram with as much knowledge as possible Post unit quiz including pre assessment diagram	Live models of the movement of Solar System	LQ: How big is the Solar System? LQ: Can I explain the movement of the Earth and other planets in relative to the sun? LQ: How would I describe the Sun, Earth and Moon? (using the term spherical) LQ: How does the moon move in relation to the Earth and the Sun? LQ: What are the moon	Phase, orbit, spherical	Collaboration
Geography						
History	KS1 Moon Landing	(see science for topic)		LQ: When were the moon landings?		Resilience
DT						

Art	Still Life drawing (Year 4) - using different materials, textures, patterns and paints.	Expressive Still Life artwork (week 4 & 5)	Discussion Focus: disccussing what an expressive painting looks like and the work of established expressive painters.	LQ: What might an expressive painting look like? LQ: How can I mix colours to make an expressive painting? LQ: How do old masters use brushwork in expressive paintings? LQ: How can I use expressive painting to make my own Space painting?	expression gestural way experimental mark abstract	Creativity
Computing	This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real life	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	Data and information – Flat-file databases I can create a database using cards I can explain how information can be recorded I can order, sort, and group my data cards I can explain what a field and a record is in a database I can navigate a flat-file database to compare	flat-file database field record attribute value filter refine combined grouping multiple criteria	Collaboration

| RE | Year 4: Religious Festivals, Life milestones: Baptism, bar Mitzvah, Samskaras, marriage | Pre :What are the names of the places of worship of Christians/Jews/Muslims/ Hindus/Sikhs? Post :What new knowledge can children now add to pre-unit task(purple pen)? Know that the places of worship for Christians | children will have the oppertunity to discuss the different religions ad their place of worship. | LQ: what is a place of worship ? LQ: What is a Muslim place of worship? LQ: What is a Hindu place of workship? LQ: What is a Jewish place of worship? LQ: What is a Christian place of worship? | | Kindness |
| PSHE | Thinking back to the height of COVID-19 and how we stayed safe and healthy. How did we minimise the spread of infection? Why were vaccines introduced? | Pre: mindmap - what do I already understand about what a vaccine is and how they protect us. Think back to Covid and about how we worked to stop the spread of infection and why the vaccine was brought in. | Children will be given the opportunity to create an informative speech about what a vaccination is and how they work | LQ:How can we stop the spread of infection? LQ: what is a vaccine? LQ:How do vaccines work? LQ:Why are vaccines important ? | . | Kindness |

Music	Children have learnt about basic compositon, note patterns and musical vocabulary.	Children will be assesed during their final performance on their vocal composition.	Children have opportunities to develop their listening skills. Using vocal composition, dynamics, tempo and timbre.	LQ: How can I hear colour? LQ:How can I write a graphic score? LQ: How can I create a vocal composition based on a picture? LQ: How can I create a piece of music inspired by one colour? LQ: How can I perform in colour?	Graphic score composition Dynamics tempo Timbre texture	Collaboration
PE	The children will be taught to use running, jumping, throwing and catching in isolation and in combination.	Children will be assessed on their ability to apply basic principles suitable for attacking and defending.	Children have opportunities to discuss tactics, rules and to share constructive feedback.	LQ: Use running, jumping, throwing and catching in isolation and in combination LQ: When you receive the ball what are the three things you can do? When would you do these things? LQ: What should the ball carrier have at all times during a game? LQ: Use running, jumping, throwing and	Dribble attack defence defend	Fairness

Dance Gymnastics	The children will continue to develop their knowledge around motif, patterns and working at different levels. Using images to create shapes, working in partnerships and teams to develop their feedback skills.	Children will be assessed on their flexibility, strength, technique, control and balance. Additonally, perform dances using a range of movement patterns. Finally, their ability to compare their performances with previous ones and demonstrate improvement to	Children will have opportunities to focus on constructive feedback - giving and receiving feedback effectively to their peers to improve their skills in dance.	LQ: How can I create a motif based around a theme? LQ: How can I show different levels, pathways and direction when I travel? LQ: How can I translate images into actions? LQ: How can I work in a team to create a group motif? LQ: How can I give constructive feedback to	Motif Constructive feedback Translate Pathways	Creativity